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EDUCATIONAL GUIDE

FOR

SYRIAN STUDENTS

IN THE UNITED STATES

BY

PHILIP K. HITTI, Ph. D.

ISSUED BY

THE SYRIAN EDUCATIONAL SOCIETY

OF NEW YORK CITY

1921

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INTRODUCTORY NOTE

The ever increasing demand made by prospective students and parents of young pupils—boys and girls—upon the Syrian Educational Society to answer the various queries regarding the opportunities for higher education and the facilities for private secondary and elementary education in the United States has prompted the Society to ask one of its members, Dr. Philp K. Hitti, to undertake as a service the compilation of a monograph that will serve as a guide book to the Syrian students and parents and that will stimulate a larger number of young men and women here and abroad to take advantage of the unexcelled possibilities for education in this country.

As a lecturer in Columbia University, President of the Inter-collegiate Cosmopolitan Club of New York City, and a secretary of the Committee on Friendly Relations Among Foreign Students, Dr. Hitti is eminently qualified to do the work. For many years he has acted as adviser to the hundreds of students from all over the world who sought his counsel regarding their education in this land. He visited and secured first hand information from most of the leading institutions of America.

The results of Dr. Hitti's studies and experiences are embodied in the following pages which we trust will prove of great value to the Syrian people.

For the Syrian Educational Society,

JOSEPH W. FERRIS,

NEJIB A. KATIBAH,

President.

Secretary.

CHAPTER I.

ORGANIZATION AND CHARACTERISTICS OF EDUCATION IN THE UNITED STATES

COMPLEXITY

Strictly speaking there are forty-nine systems of public education in the United States corresponding to the forty-eight States and the District of Columbia. Each one of these self-governing commonwealths is free to exercise full control over the initiation, direction and development of its own educational policies. Hence the absence of a national system.

Alongside the institutions of these public educational systems a number of municipalities, individuals, private corporations and denominations support schools, academies, colleges and universities, thus adding to the complexity of the American educational system. Under the Constitution of the country these non-public institutions are allowed perfect freedom of development.

UNIFORMITY OF STANDARD

While no two State systems and no two private institutions are exactly the same yet in essentials they are more or less alike. All States, for instance, provide by law for elementary education at public expense. The standards of admission and graduation from the principal types of institutions are almost identical. The usual length of the elementary school course is eight years. The age of compulsory attendance is generally from seven or eight years. The age of compulsory attendance is generally from seven or eight to fourteen or fifteen. Public secondary schools, also called high schools, offer ordinarily a four year course, which is a continuation of the elementary school course. Almost all colleges offer a course four years in length. Thus underneath the apparent dissimilarity in the foundation, management and control of the educational system in the United States, there is, nevertheless, a fundamental unity of purpose and a general conformity of standards and methods.

CHARACTERISTICS

The lack of standardization which we have previously observed is the chief distinction of the American system of education as compared to the European systems. Many systems of education are being carried on all the time in this country and the results accomplished by the one are available for all. The individualism of the American people is no where else better revealed than in their institutions of education.

Another feature of American education is its democratic character. Next to the political institutions the educational institutions best reflect the democratic tendencies of the American people. American education is so graded as to make the secondary school the continuation of the elementary school, and the college the continuation of the secondary school. In France and Germany, and to a certain extent in England, the elementary and secondary systems are entirely unrelated. Transference from one to the other is possible only at one or two points. The elementary school is not regarded as a preparatory institution for the secondary school but as furnishing education for the children of the laboring and artisan classes, whereas the secondary school is intended to fit the more well-to-do children for the professions and for the civil life. Much of the work that is done by the French *lycée* and the German *gymnasium* is included here in the secondary school or in the first two years of college.

One, who has in America completed a secondary or high school course together with the first two years of college, corresponds to the holder of the Baccalaureate of the French *lycée*, the Latin American *liceo* or the *abiturientenzeugnis* of the German *gymnasium*. The American professional schools, which require two years of college study for entrance, correspond to the French, Latin American and German universities, which are open only to the holders of the Baccalaureate degree from the *lycée*, the *liceo* or the *gymnasium*.

VARIETY

STATE SYSTEMS

The Constitution of the United States does not provide for the control of education by the Federal Government. The Commissioner of Education in Washington has only advisory power to exercise. Each State, therefore, assumes the task of devising and pursuing its own system.

The educational systems of the various States have grown up independently of one another and at different times. The common conception of the part States should play in promoting and controlling education has varied according to time and locality. In the comparatively newer States of the West and the Middle West the theory prevails that all education from the kindergarten to the university should be supported and managed by the State or local government. On the other hand, in the older States and particularly in the East, elementary education and a certain amount of secondary education is left to the State but higher education is conducted through independent institutions founded under various auspices, principally religious.

The first public school was established at Dorchester, Mass. in 1639. The first public school to be maintained by general taxation was established by vote of the Dedham (Mass.) Town Meeting on January 1, 1644.

MUNICIPAL INSTITUTIONS

Not only States, but in a few cases large cities, have their own educational policies and institutions. These institutions are mostly of the elementary and secondary types. Recently, however, a number of cities have established higher institutions among which are the College of the City of New York, and the Universities of Cincinnati, Akron, and Toledo, all of which are under municipal control.

PRIVATE INSTITUTIONS

The American private school is a distinctive expression of national character, yet like other American institutions its origin should be traced back to European countries. In earlier times ecclesiastical control prevailed but later the influence became political. The private school antedates the public. One of the first private funds for education in America was established in 1657 by the bequest of Edward Hopkins, an uncle of Elihu Yale and one time Governor of Connecticut. For a list of private schools see Appendix No. 6.

DENOMINATIONAL INSTITUTIONS

In the field of elementary education, the most extensive private system in the United States is that of the Roman Catholic Church. In 1790 the Roman Catholic Church established its diocesan government in this country and immediately opened parochial schools. As the number of Catholics increased through the establishment of public schools to supplement the academies was taken, under the lead of Boston.

immigration, its teaching orders opened schools of higher education in all parts of the Union. The establishment of Catholic schools received a new impetus from the Baltimore Council of 1884 in which parish priests were charged with the establishment of parochial schools, and Catholic parents were directed to send their children to them.

The Protestant churches have been in the educational field before the Catholic Church. Among the Protestant sects the Episcopal Church has led the way in the establishment of denominational schools. Methodist academies date from the early decades of the last century. Almost all other denominations have since entered the field of education.

CLASSIFICATION

KINDERGARTEN

The first institution of learning in which the child makes his way is the kindergarten. Children below six or seven are received in it. The American kindergarten owes its existence to the efforts of Miss Elizabeth Peabody of Boston who, in 1867, went to Germany to study under Froebel in his Blankenburg kindergarten. On her return the following year she established in Boston the first kindergarten. At present there are over 4,500 kindergartens, public and private, which enroll upwards of 200,000 pupils.

THE ELEMENTARY SCHOOL

The elementary school, as we have observed, was first instituted in Massachusetts. Except in New England the management of the district elementary schools began in most cases with the Church and gradually got into the hands of the smallest political subdivision, known as the "district".

The elementary schools in this country receive children at the age of six or seven and cover a period of eight years. Some cities have recently extended the period to nine years. On the other hand there is a tendency in other places to shorten the elementary school period.

THE SECONDARY SCHOOL

The oldest secondary school in this country is the Boston Latin School, which was established in 1653 by a vote of the citizens in a town meeting.

The Revolutionary War was a time of transition and a new type of institution, known as the Academy, sprang up following the English precedent. The Academy was established by Benjamin Franklin in Philadelphia in the middle part of the eighteenth century.

At the beginning of the nineteenth century the first step in The secondary school course covers a period of four years. In some cities a fifth year has been added. The course is a continuation of the elementary school course and prepares the student for admission to college. The secondary schools are also called high schools.

THE AMERICAN COLLEGE

The American college was the first institution for higher learning to be founded in the United States. Harvard was the first college established in America — the date of its founding being 1636, just sixteen years after the Pilgrim Fathers landed at Plymouth Rock. Cambridge and Oxford furnished the prototype for Harvard College. Most of its earlier graduates entered the Christian ministry.

The American college is a unique institution. It seems to find no exact counterpart in the educational system of any other country. It is the nucleus from which all higher institutions of learning have sprung. Traditionally, its curriculum covers a period of four years and grants the Baccalaureate degree.

THE AMERICAN UNIVERSITY

The American university is the outgrowth and the expansion of the American college. Before the nineteenth century there were no universities in the modern sense of the term. With the rise of the professional schools of theology, law and medicine, the American college began to approach university organization. The university then came to be designated as an institution composed of a college and one or more professional schools, each under the control of a separate faculty. Nevertheless the terms "college" and "university" are still sometimes used interchangeably and often confused. In some States it has been possible to secure a university charter on the strength of achievement possible in the future, rather than accomplished in the past. Thus today we find many colleges offering but a single course leading to the Bachelor's degree and yet chartered as a university.

In the strictest sense of the term a university is an institution maintaining, in addition to the college proper, professional departments offering advanced degrees. The specialized departments of the university include such schools as the colleges of engineering, agriculture, medicine, pharmacy, law, commerce, education and theology. At the top of all is the graduate school of arts and sciences. Each of the Universities of Columbia, California, Chicago and Illinois, for instance, have a dozen or more of such schools or departments. In their growth American universities have consciously followed the German type.

CHAPTER II.

THE SCHOOL OF ARTS AND SCIENCES

At the core of every American university stands the collegiate department variously called the undergraduate department, the school, department or college of arts and sciences, the college of letters, the college of liberal arts, etc. Graduates of recognized high schools, and private schools and students who give evidence of preparation equivalent thereto are admitted to the school of arts and sciences.

The average age of students entering college is eighteen or nineteen years, making the average at graduation twenty-two to twenty-three years.

The college offers a four year course leading to the Bachelor's Degree, of which there are three distinctions, namely:—A. B. (Bachelor of Arts), B. S. (Bachelor of Science) and Ph. B. (Bachelor of Philosophy). The prescribed course of study for the Bachelor's degree has practically broken down. At first the courses were prescribed but now the elective system prevails, although an absolutely free elective system is nowhere to be found. The usual procedure is to make it partly elective and partly prescribed. The required studies are confined to two or three subjects and the student is allowed freedom of choice with respect to the rest of the program. A still later development, known as the "group system" came to meet the needs of students and was first put into practice at John Hopkins University. The theory is that work should be concentrated along certain lines to definite ends. Certain groups of studies are organized to correlate with a single central subject and to permit the students to choose one of these groups. Princeton was a pioneer in what is called the "preceptorial system" by which each student is carefully protected from negligence in study. The assistant professors are the preceptors, whose duty it is to meet the students in little groups, to give advice and test the faithfulness and accuracy of their work.

The semester system is followed by most universities—the first semester extending from the latter part of September to early February, and the second semester terminating about the middle of June. Some of the universities in California open in August and close in May. Each semester culminates in an examination designed to test the knowledge of the student in the

branches he has studied. Many of the colleges have adopted the "honor system" in the written examinations according to which no proctors supervise the examination period. This system endeavors to cultivate honesty in examinations. The offender is usually suspended.

The instruction in the school of arts and sciences is carried on by means of lectures, recitations, discussions and various kinds of written exercises. In the Freshman and Sophomore years—the first two years of the college course—instructors usually assign a definite number of pages from a prescribed textbook and the student's knowledge is tested by recitation. In the last two years lectures become more the rule and periodic examinations take the place of formal recitations.

THE SCHOOL OF ENGINEERING

The school of applied science or engineering offers to graduates of secondary schools a four year course leading to the degree of B. S. (Bachelor of Science) in civil, mechanical, mining, metallurgical, electrical, hydraulic, architectural, chemical or sanitary engineering. Some universities, e. g., Columbia and Harvard, require graduation from a scientific school in good standing or completion of not less than three years in an approved college for admission. In certain institutions separate schools are maintained for mining, mechanical, electrical and other forms of engineering and sometimes a five or six year course is offered. In these cases the degree conferred is E. E. (Electrical Engineer), M. E. (Mining Engineer), C. E. (Civil Engineer), or A. E. (Architectural Engineer).

The work in these schools being mainly professional, it tends to be more prescribed than elective. It is more practical or concrete than purely academic work; a great part of which is carried on in laboratories and machine shops belonging to the universities and in the factories or industrial organizations in the city.

In the University of Cincinnati a successful attempt has been made to introduce the so-called "co-operative course" by which a student works two weeks in a factory and two weeks at school. The course covers five years. The system has been followed by the University of Akron, O., by Georgia School of Technology, Atlanta and by other institutions.

In recent years several universities have begun to offer graduate work in engineering science leading to the degrees of M. S. (Master of Science), Ph. D. (Doctor of Philosophy) and Sc. D. (Doctor of Science). The conditions are practically the same as those prevailing in the graduate school of arts and sciences.

THE SCHOOL OF AGRICULTURE

The typical school or college of agriculture offers to graduates of a secondary school a four year course in agriculture leading to the degree of B. S. (Bachelor of Science).

While many universities undertake to give instruction in medicine, engineering and law and the other professions, agriculture is practically in the monopoly of State universities and land-grant colleges. In the Morrill Act of 1862 the United States Congress granted to the several States certain portions of land, the proceeds from the sale of which were to form a fund for the maintenance of colleges of agriculture. In a number of States this land grant made possible the establishment of a State university. The Federal Government has also been in the habit of apportioning annually large sums for the support of these institutions and for the development of agricultural experimentation and research. The State universities, therefore, owe it to the States and to the nation to do more than train students for a professional life of farming. They should also carry on original investigation and research for the extension of the science of agriculture.

As in engineering, the school is sometimes subdivided into specialized departments in forestry, dairy and home economics. Each course combines instruction in the general sciences, languages and mathematics with technical instruction in agriculture and actual practice in laboratories and on the farms connected with the universities.

In Yale an independent school of forestry is maintained with no other school of agriculture in the University. It is open to college graduates only.

THE SCHOOL OF VETERINARY MEDICINE

The interdependence between animal and plant husbandry has made it necessary for several universities of agriculture to maintain schools of veterinary medicine.

The typical school of veterinary medicine offers to graduates of a secondary school a three year course leading to the degree of D. V. M. (Doctor of Veterinary Medicine). The New York State Veterinary College administered by Cornell University offers a four year course. The course is a combination of general medical sciences, such as chemistry, physiology and anatomy with such special courses as animal pathology, surgery and husbandry. Clinical facilities are provided in the veterinary hospitals connected with the schools.

THE SCHOOL OF MEDICINE

The high grade school of medicine requires for admission two years of college work after the completion of a four year high or secondary school course and offers a four year course leading to the degree of M. D. (Doctor of Medicine). Not only the school authorities but the State must be satisfied that the pre-medical education of the applicant is up to the standard. Upon graduation a physician can not ordinarily practice in a State without passing an examination before the licensing Board.

The American medical college is usually well equipped with laboratories and has hospital facilities for first hand observation and practice. Along no other professional line of American education has more rapid and noteworthy progress been made in recent years than along medical lines. Nevertheless a number of institutions have flourished in the country who purport to give medical and other professional training without possessing the equipment and the teaching facilities. For a list of the American medical colleges recognized by the American Medical Association see Appendix No. 2.

Upon the recommendation of the American Medical Association a number of the more progressive medical schools have in late years added a fifth year to the medical course in which the student serves as an intern in a hospital. Advanced study and research in medicine is possible in only a few colleges in this country. Both Johns Hopkins and Harvard offer post-graduate work in medicine, leading to the degree of Doctor of Public Health.

A number of universities offer a combination of cultural and medical course covering six or seven years and leading to the two degrees of B. A. (Bachelor of Arts), or B. S. (Bachelor of Science), and M. D. (Doctor of Medicine).

THE SCHOOL OF PHARMACY

The school of pharmacy usually requires graduation from a high school for admission and sometimes two years of college work. At the end of a two years' course in pharmacy the degree of Ph. G. (Graduate of Pharmacy) is conferred. At the end of a three year course Ph. C. (Pharmaceutical Chemist) is conferred and at the end of a four year course the degree conferred is B. S. (Bachelor of Science) in Pharmacy.

THE SCHOOL OF DENTISTRY

The course in dentistry is usually a three year course open to graduates of secondary schools and leading to the degrees of D. D. S. (Doctor of Dental Surgery) and D. M. D. (Doctor of Dental Medicine). The University of Pennsylvania has a four year course in addition to the three year course. Harvard offers a four year course only.

There are no less than thirty schools of dentistry in connection with the universities and colleges. American schools of dentistry are mostly well equipped and offer unexcelled facilities for clinical work and study. American practitioners of dentistry enjoy world reputation. There is a growing tendency on the part of States and universities to regard dentistry as a specialized branch of medical science. One State has already passed a law requiring that all practitioners of dentistry shall hold a medical degree.

THE SCHOOL OF COMMERCE

The school of commerce or business administration usually offers to graduates of secondary schools a four year course leading to the degree of B. S. (Bachelor of Science). The first two years vary only slightly from the regular academic course but the last two are devoted to technical subjects designed to give general preparation for business. Schools of commerce and business are among the more recent acquisitions of American universities.

THE SCHOOL OF JOURNALISM

Only a few universities include in their organization schools of journalism, most of which are also recent additions. The course ordinarily covers four years and is open to graduates of secondary schools. The degree conferred is B. Litt. (Bachelor of Letters) or B. J. (Bachelor of Journalism). The first two years are mainly devoted to social sciences and English planned to familiarize the student with present social and economic conditions and to help him in the use of language and self-expression; and the last two years to such courses as reporting, interviewing, editorial writing, feature writing and international relations. Columbia maintains one of the best equipped and the University of Missouri one of the oldest schools of journalism in the country.

THE SCHOOL OF EDUCATION

The typical school of education offers to graduates of secondary schools a four year course leading to the Bachelor's degree in pedagogy, literature, or science in education.

This institution is comparatively new and is distinctly American, whereas the normal school has European origin. The general aim is to prepare prospective high school teachers, school principals and superintendents.

For high school graduates the normal school course covers two or three years. Most States maintain normal schools for the training of teachers.

Good schools of education provide opportunities for observation and for the practice of teaching. In the professional part of their curricula they offer instruction in such subjects as educational psychology, sociology, educational administration and the various aspects of secondary, grammar and kindergarten education.

Graduate courses in education leading to the degree of M. A. (Master of Arts) or Ph. D. (Doctor of Philosophy) are now offered by the graduate departments of many universities. There is a growing tendency for the school of education to relegate to the collegiate department that part of its curriculum which is cultural and thus to become a purely graduate school.

THE SCHOOL OF THEOLOGY

The school of theology or divinity is the oldest of all professional schools. A first class school offers a three year course to college graduates and confers the degree of B. D. (Bachelor of Divinity) or S. T. B. (Bachelor of the Science of Divinity). A number of schools of theology do not require the full college course.

Certain schools of theology are denominational, such as Andover Theological Seminary (Congregational), Oberlin Theological Seminary (Presbyterian) and the Catholic University of America (Roman Catholic); and others are not. Some are connected with the universities as is the case with Princeton, Yale, Harvard and the University of Chicago, while others, such as Union, McCormick and Drew Seminaries, are independent.

THE SCHOOL OF LAW

The school or college of law offers to students who have had two years or more of collegiate training a three year course in common and statute law, leading to the degree of LL. B. (Bachelor of Laws).

Because of the radical variation of the American legal system from the code systems of other countries only a few foreign students frequent American law schools, but there are many graduate courses in jurisprudence, and international law patronized by the foreign students in the large universities.

THE GRADUATE SCHOOL

The cap-stone of the American university is the graduate school of arts and sciences, known as the Graduate Faculty or the Faculty of Philosophy. It admits as students only those who hold a Bachelor's degree from a college of recognized standing and offers courses leading to the Master's degrees: A. M. (Master of Arts), M. S. (Master of Science), M. Ped. (Master of Pedagogy) etc. and the Doctor's degrees: Ph. D. (Doctor of Philosophy), Sc. D. (Doctor of Science) and Phar. D. (Doctor of Pharmacy).

The prototype of the American graduate school is the German **philosophische fakultät**. Its aim, besides giving instruction in the most advanced and specialized branches of science, is to extend the boundaries of human knowledge by original investigations and research.

Almost all the American graduate schools have been appended within the last generation to the universities. Nevertheless the progress achieved by many of them has been unparalleled by any other university department. Students from abroad will find opportunities for graduate study and investigation in the leading American universities that compare favorably with any European university.

The Master's degree is usually awarded to students who have pursued in residence post graduate studies for at least one academic year or its equivalent devoted, as a rule, to not more than three studies, one of which, the major subject, receives the claims of the greater part of the student's time and interest. The requirements may include the writing of a thesis approved by the appropriate department.

The Doctor's degree is awarded to students who have pursued post graduate courses for usually three years (two of which at least must be done in residence) and who have satisfied their particular departments of their mastery of their special subject, and of their general acquaintance with the broader field of knowledge of which their subject forms a part. This mastery is demonstrated, not only by oral and written examination, but a thesis or dissertation in addition, embodying the results of original investigation and research on some topic, previously approved by the professor in charge of the major subject. Most universities require the publication of the dissertation.

THE SUMMER SCHOOL

One of the interesting features of many prominent universities is their summer school work, covering six weeks in July and August or extending through the summer months. These schools are designed primarily to meet the needs of teachers who seek advanced instruction, with or without regard to academic degree, and students who wish to shorten the period of residence, make up deficiencies, or complete their preparation for entrance to some college or professional school.

The majority of the courses given in summer schools pertain to the undergraduate and some to the graduate departments of arts and sciences. In some cases it is possible to complete one quarter of a year's work during the summer course.

Foreign students arriving early in the summer will do well to register in a summer school of good standing, especially if they are deficient in the use of the English language, or if they are not sure that they are entitled to enroll in the department or class in which they desire to enroll.

EXTENSION TEACHING

Extension teaching is instruction given by the regular university officers, or outside officers, under the supervision and control of the university, either in or away from the university buildings and for the benefit of those unable to attend the regular courses of instruction. These courses are given late in the afternoon and in the evenings, and are patronized by men and women from the different walks of life who can give only a part of their time to study but without reference to an academic degree, and by those who look forward to qualifying themselves to obtain in the future academic recognition.

SECTION 2

SPECIAL RESEARCH FOUNDATIONS

Among the scientific resources of the country are a group of special foundations which are not, strictly speaking, educational institutions but which, through experimentation and research, have achieved results that have affected the theory and practice of education in the United States. Prominent among these institutions are the Russel Sage Foundation, The Carnegie Institution, The Carnegie Foundation for the Advancement of Teaching, and the Rockefeller Institute for Medical Research.

SECTION 3

INDEPENDENT TECHNICAL AND PROFESSIONAL SCHOOLS

Not all technical and professional schools are part of a university. Some of the foremost schools of engineering, such as the Massachusetts Institute of Technology, Worcester Polytechnic Institute, Rensselaer Polytechnic Institute and Stevens Institute of Technology, are not affiliated with any university. In excellence of work some of these schools of engineering stand on a par with any institutions in the world.

The majority of the seminaries, especially the Catholic, have no university connections.

Some medical institutions, such as the College of Physicians and Surgeons at Baltimore, are independent.

Several States have established independent schools of engineering and mechanical arts. Among these are the Michigan Agricultural College and the Iowa State College of Agriculture and Mechanic Arts.

SECTION 4

INDEPENDENT AND DENOMINATIONAL COLLEGES

Not all colleges are collegiate departments of some university. The majority of the schools of arts and sciences are independent institutions. In point of scholarship some of these independent

colleges compare favorably with any undergraduate department of any university, but in most cases they are smaller in the number of attendance, their curricula more circumscribed and their library equipment not as good. On the other hand the personal touch and relationship, which is more likely to obtain in a smaller college than in a large university, may be the thing needed most by the student from abroad. It can be readily seen that in the atmosphere of a small college the alien student finds it easier to identify himself with the spirit of the institution. Most of the small colleges were, or still are, denominational. Thus there are Baptist colleges, Methodist colleges, Presbyterian colleges, Catholic colleges and many more. The denominational institutions attract, mainly, students of their own denominations, although they are open to all. They lay a special stress on religious education and require attendance at religious exercises. As a rule they thrive in the South and Middle West. In the West, where the State universities predominate, and in the East, where the independent universities predominate, the accepted policy is more or less complete divorce between higher education and religious instruction.

SECTION 5

Y. M. C. A. SCHOOLS

In almost any good-sized city Y. M. C. A. courses of instruction are given in the evening. Of special importance are those termed, "English for Foreigners". A student, deficient in English or in those studies required for admission to a school, may have his need met by the courses offered by the Y. M. C. A. Tuition fees for such courses are comparatively low, and the facilities for attending meetings, hearing lectures, together with the athletic facilities render the Y. M. C. A. building especially attractive for students from other lands.

SECTION 6

HIGHER EDUCATION FOR WOMEN

Higher education began with the founding of Mount Holyoke Seminary (now Mount Holyoke College) at South Hadley, Massa-

chusetts, in 1837, as the result of a campaign by Mary Lyon. But it was not until after the Civil War that the period of establishment of women's colleges began. In 1855 Elmira College was founded, followed by Vassar (1861), Wells (1868), Smith (1871), Wellesley (1875), Bryn Mawr (1880), Mills (1885), Goucher (1888), and Rockford (1892). In all these institutions education is exclusively for women.

In the Middle West, however, coeducation is the accepted policy and women are admitted on an equal footing with men. The success of the experiment in the State universities has given great impetus throughout the country to the coeducational system. The older colleges, and particularly those of the East, have been more conservative. They do not, as a rule, open their undergraduate schools to women, although they admit them to some of their graduate schools. One of the first coeducational institutions was Oberlin Collegiate Institute (now Oberlin College), which was opened in 1833.

In addition to the separate and coeducational methods of education for women, there has also grown up a third system called the "co-ordinate system". This is represented by those colleges for women which are affiliated with larger universities for men. The following will serve as illustrations: Radcliffe College (1879) affiliated with Harvard University; H. Sophie Newcomb Memorial College (1886) affiliated with Tulane University of Louisiana; the College for Women affiliated with Western Reserve University (1888); Barnard College (1889) affiliated with Columbia University and the Women's College of Brown University (1892).

A recent development in many college for women is the introduction of courses or departments along the lines of household economics, secretarial training, library work and social service.

CHAPTER III.

COLLEGE ENTRANCE REQUIREMENTS

Admission to a standard American college is, in general, based on the completion of a four year course in a secondary school. Expressed in terms of the "unit", it is the equivalent of fourteen to sixteen units. A "unit" represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. A four year secondary school curriculum should be regarded as representing not more than sixteen units of work.

This definition assumes that the length of the school year is thirty-six to forty weeks; that a period is from forty to sixty minutes in length and that the study is pursued for four or five periods a week.

There are three methods of admission; first by certificate from an accredited high school. This method prevails in the West and Middle West. Second by an examination conducted by the college, itself, or by the College Entrance Examination Board (See Appendix No. 1.) This method is followed in the East. The third is by passing a "psychological test". This method, introduced last year by Columbia University, is based on the psychological tests used by the United States Army Officers during the War and is meant to determine, not so much the fund of information possessed by the student, as his ability to think accurately and clearly to use his common sense. Only those who complete their secondary school work with the high records are allowed to take the test.

The physical condition of a student is more and more being taken into consideration by college authorities. Some are beginning to require a certificate of health for admission.

Foreign students who have studied under systems different from those prevailing in the United States will be required to submit a statement of the courses together with the number of periods per week, and the college, into which admission is sought, reserves the right for itself to determine the equivalent in terms of American "units".

CHAPTER IV.

ATHLETICS

Next to the regular studies themselves, athletics claim the largest part of the interest and time of a typical American student. In the eyes of the community as well as of the college circle the athlete, as a hero, outshines the scholar. Some student athletes are accorded national publicity.

Almost all colleges maintain four types of teams which compete with the teams of other institutions. These are baseball, football, basket ball and the track teams. Foremost among these are the first two. A football game between Yale and Harvard is a national event.

The teams are usually trained by a professional "coach" and members are selected from students who maintain a certain standard of scholarship.

To the non-athletic student the American college usually offers, through its gymnasium, field and swimming pool, good opportunity for keeping in sound physical condition, which is fundamental for effective intellectual training.

FRATERNITIES AND CLUBS

Next to athletics, fraternities, societies and social clubs are the strongest expression of American college life. In a sense American fraternities are unique. They are secret societies with a limited membership and a Greek motto, by the initial letters of which they are known. The basis of membership is a certain standard of scholarship in some organizations, or similarity of tastes and congeniality of disposition.

The first Greek letter fraternity was the O. P. K., an honorary society formed in the College of William and Mary in 1776. Later professional fraternities, such as T. B. T. in engineering, Sigma Psi in science, etc., were formed. Today there are over one hundred fraternities and societies, with a total membership of more than two hundred thousand.

While many fraternities undoubtedly exercise salutary and wholesome influences upon their members in particular and the college student body in general, yet there are some which encour-

age snobbishness in juxtaposition to the highly democratic atmosphere of the college campus.

The number of foreign students who join fraternities is very limited, although more and more of them are becoming open to students from abroad.

In certain universities the place of fraternities is taken by social clubs. These are organized to foster a spirit of comradeship among groups of students.

DEBATING, DRAMATIC AND LITERARY SOCIETIES

In addition to social clubs there are, in almost every university, debating, dramatic, literary and musical organizations, as well as clubs for specialized academic purposes such as philosophical, chemical, engineering and history clubs.

FOREIGN STUDENT ORGANIZATIONS

COMMITTEE ON FRIENDLY RELATIONS AMONG FOREIGN STUDENTS

The Committee on Friendly Relations Among Foreign Students with offices at 347 Madison Avenue, New York City, is equipped with facilities to meet the students on their arrival, to advise them with regard to school, board and room and to provide them with letters of introduction. Every year it invites the foreign students to attend, as partial guests, the various student conferences held every summer in different parts of the country. No Syrian student in this country can afford to miss the opportunity of keeping in touch with the Committee and of responding to its call to the student summer conferences.

CORDA FRATRES — ASSOCIATION OF COSMOPOLITAN CLUBS

This is a federation of clubs organized in many of the leading universities for the purpose of promoting international good will by bringing into fellowship selected representatives of each nationality within a given university. The motto of the Cosmopolitan Club is "Above All Nations is Humanity". A monthly magazine is published by the Association and an annual convention is held. In several universities, including Cornell, Syracuse, Purdue and the University of Chicago these clubs maintain houses with boarding and lodging facilities for foreign student members and for a limited number of select Americans.

Special mention should be made of the Intercollegiate Cosmopolitan Club of New York City at 2929 Broadway, which ministers to the social and moral needs of all students in New York City in a most remarkable and efficient way.

The Cosmopolitan Club offers an unusual opportunity for foreign students to come in contact with the leading students of other nationalities.

OTHER FOREIGN STUDENT ORGANIZATIONS

The Chinese, the Hindu, the Filipino and the Latin American students have their own local associations and national federations.

RELIGIOUS ORGANIZATIONS

In almost all large institutions of learning there are Newman (Catholic) Clubs and Christian Associations of various types but the chief one among them is the College Young Men's Christian Association. The first College Young Men's Christian Association was organized at the University of Michigan and the University of Virginia in 1858. Since then the growth has been rapid until there are at present over eight hundred Student Associations in schools and colleges with a membership of about one hundred thousand.

The Association exists as a friendly adviser to the students who labor under many handicaps as strangers in a strange land. Often employed secretaries are maintained, weekly meetings are held for devotional purposes, bible classes are conducted within the college and in the neighborhood, settlement and other forms of social work are carried on, employment bureaus are operated and summer conferences are planned.

HAZING

In every college class spirit is strong and frequently manifests itself in a "scrap" or "rush" between the Freshmen and the upper classmen, particularly the Sophomores. Severe restrictions are sometimes imposed upon Freshmen, such as requiring them to wear a special cap or necktie of a certain color and trousers with no cuffs. The new students are occasionally called upon by the older students to repeat the college songs or to render some menial service.

The foreign student, as far as possible, should enter into such phases of college life with a true spirit of sportsmanship and fun. It should not be resented as autocratic or obtrusive, although in a few cases it is carried to a disagreeable limit. In fact the out-

standing feature of American college life is its democratic aspect. No other community can boast of having obliterated the distinctions between race, creed and color to the extent to which the college community can. Even the aristocracy of wealth is not noticeable. Not only between students, but between students and professors, a spirit of comradeship usually prevails.

CHAPTER V.

LIVING CONDITIONS

The living conditions vary according to the size of the college or university and the size of the town in which it is located. As a rule the large universities flourish either in or near cities of considerable size, whereas small colleges grow in small communities.

LODGING AND BOARDING FACILITIES

All small colleges and the majority of the universities maintain on their campus dormitories and dining halls for their students. The rates are reasonable. The dormitories are usually adapted to the needs of student life. They are equipped with good lights and baths and their atmosphere is conducive to study and concentration. Foreign students will do well to try as early as possible to secure accomodation on the campus of the college to which they intend to go.

Wherever the dormitory facilities are not enough to accommodate all students, the colleges usually keep an approved list of private homes in the vicinity where they are willing to rent rooms to students. Sometimes the college Y. M. C. A. keeps the list.

EXPENSES

The following tables show the approximate expenses for room, board, laundry, tuition, fees, etc. The data were collected in the summer of 1920 from the various college authorities. Different representative institutions were selected in the East, Middle West, West and South.

EAST

Ithaca, New York.

Room—\$3 to \$5 a week

Board—\$7 to \$9 a week

Laundry

Incidentals

Tuition

Fees

Books

Cornell University.

per year \$200.00

" " 400.00

" " 35.00

" " 80.00

" " 200.00

" " 65.00

" " 28.00

Total for year

\$1,008.00

Providence, Rhode Island	Brown University.	
Room	per year	\$150.00
Board	" "	440.00
Laundry	" "	40.00
Incidentals	" "	100.00
Tuition	" "	200.00
Dues, Fees, etc.	" "	150.00
Total for year		\$1.050.00

MIDDLE WEST

Minneapolis, Minnesota.	University of Minnesota.	
Room	" "	\$150.00
Board—\$7 to \$8 per week	" "	375.00
Laundry—\$3 per month	" "	35.00
Incidentals	" "	60.00
Tuition	" "	150.00
Fees	" "	30.00
Books	" "	30.00
University activities, car fare, etc.	" "	100.00
Total for year		\$930.00

Champaign, Illinois.	University of Illinois.	
Room	per year	\$140.00
Board	" "	330.00
Laundry	" "	25.00
Incidentals	" "	75.00
Fees	" "	75.00
Books	" "	40.00
Total for year		685.00

WEST

Berkeley, California.	University of California.	
Room—\$8 to \$12 per month	per year	130.00
Board—\$25 to \$30 per month	" "	300.00
Laundry	" "	30.00
Incidentals	" "	50.00
Tuition	" "	150.00
Fees	" "	50.00
Books	" "	30.00
University activities	" "	50.00
Total for year		\$790.00

Seattle, Washington	University of Washington.	
Room	per year	\$360.00
Board	" "	480.00
Laundry	" "	25.00
Incidentals	" "	50.00
Tuition	" "	40.00
Fees	" "	40.00
Books	" "	30.00
Total for year		\$1,025.00

SOUTH

Austin, Texas	University of Texas.	
Room and Board—\$40 per month	per year	\$400.00
Laundry	" "	30.00
Incidentals	" "	100.00
Fees	" "	50.00
Books	" "	30.00
Total for year		\$610.00

VACATIONS

The American academic year is practically eight months, extending from the last part of September to the early part of June with a two week vacation for Christmas and a week or less for Easter. In California the institutions are in session from the middle of August to the middle of May.

How to spend the long summer vacation is one of the vexing problems of foreign student life. Whenever possible, a part of it, at least, should be spent in travel. America being such a vast and heterogeneous country, familiarity with one part does not constitute familiarity with the whole. During the summer holidays many students find "jobs" to replenish their material resources, and those of them who are delinquent in their studies take advantage of the opportunities provided by the summer schools. In case the foreign student has no deficiency to make up and is not in need of employment, it is recommended that he make a special study of some American institution in all its phases, such as the Public Library system, the Y. M. C. A., the Public School system, the social settlements, the Prohibition movement, or any other organization or activity that centers around the philanthropic and social life of the American community.

PLACES OF INTEREST TO BE VISITED

Among the scenic features of the United States which are most frequently visited are: Niagara Falls, Niagara, New York; Yellowstone National Park, Montana; the Grand Canyon, Arizona; the Yosemite Valley and the Big Trees of California, and Mammoth Cave, Kentucky. Students would enjoy a visit to Washington, the capital of the United States, where they may see, not only the Government buildings, including the Capitol and the White House, but also the Washington and Lincoln monuments, the Library of Congress, the Pan American Building, the Red Cross Building, the Smithsonian Institute, the National Museum, etc.

The Metropolitan Museum of Art, New York City; the Boston Public Library and scores of other museums are worthy of a visit.

STUDENT AID AND SELF HELP

Almost all good sized colleges and universities include in their organization employment bureaus with a view to securing part or full time employment for students and graduates. The late afternoon and early evening hours, holidays, Saturdays and the vacation days are often utilized by the students for working purposes. The commonest forms of work secured are: janitor service care of furnace, selling commodities, waiting on table, clerical work and tutoring. As a result many students in colleges, who otherwise would not be there, are enabled to continue their studies.

Very few Americans go through college without trying to earn a part of their expenses. This, however, should not encourage the student to think that he can make his whole way through college. Even among the American students, the number who succeed in earning all their expenses is exceedingly limited. The educational process is such an expensive one from the standpoint of time, energy and money that it is well-nigh impossible for a foreign student to maintain physical and mental efficiency and, at the same time, make all the money necessary for his living and for his education.

It should be noted, moreover by Syrian students that labor, though manual, is not looked upon in the United States as degrading. The student need fear no loss in social station in the college community or in the town on account of it. The fact is that many American students, who later in life rise to eminence, never cease to look with pride upon their college life and how they "made their way through" it.

In addition to the employment possibilities, many universities have small loan funds which they are willing, under particular conditions, to put at the disposal of students.

Scholarships, prizes, beneficial funds and fellowships are available in almost all institutions. They are announced in the annual catalogues of the institutions, copies of which may be secured free of charge, upon request, from the institutions.

CHAPTER VI.

NUMBER AND DISTRIBUTION OF FOREIGN STUDENTS

Student immigration is not a new thing in the history of education, but it never assumed the proportion it has in recent years and in connection with the United States. According to statistics gathered by the Committee on Friendly Relations Among Foreign Students for the year 1919-1920 there are no less than ten thousand students from abroad pursuing higher courses of education in the United States. These students represent one hundred and sixteen different nationalities. The Chinese, with over a thousand, lead. The Japanese come next with almost half as many. All the Latin American republics are represented, and so are the countries of Europe and the Near East. In the last academic year Syria was represented by forty-three students. Some of these students are sent on scholarships provided by their Governments, schools, communities, friends or private organizations. Others come at the expense of their parents. The rest are, to a large extent, self-supporting.

Through the Chinese Boxer War Indemnity Fund a number of Chinese students, boys and girls, find it possible to come to this country. The Filipino Government has recently instituted a number of scholarships in American universities for training the Filipino youth and so did the Brazilian Government, the Chilean Government and several other South American Governments. Among other European nations, France sends annually a number of its ex-soldiers to study in the United States. The Commission on Relief in Belgium has appropriated a large sum of money for the education of Belgian students in this country.

The distribution of these students throughout the United States is widespread. There are foreign students in every one of the forty-eight states of the Union and in the District of Columbia. The tendency of the foreign students is to congregate in the large centers like New York, Chicago, Philadelphia and in California on the Pacific Coast. In the interior, Illinois and Ohio draw the largest number. The tendency to cluster in the big universities is also marked, but there is hardly an institution of medium size in which they are not represented.

CHAPTER VII

THE SYRIAN EDUCATIONAL SOCIETY

The Syrian Education Society was established five years ago in New York City with a chapter in Boston. The motto of the Society is "The future of the Syrian people lies in its youth, and the hope of the youth is in **education**".

During the five years of its existence the Society has conducted many educational campaigns from its platform and through the press. At times it conducted classes in English and in Arabic, but its chief service has been to make it possible for many ambitious young Syrian boys and girls, who can not defray all their expenses for higher education, to go to college. In the four years of its existence it has bestowed scholarships, on fifteen students in nine different institutions. One of the scholarships was bestowed on a girl student at Boston University. The scholarships are granted after careful investigation of the scholastic records, character and future prospects of the candidates, and take the form of a loan, which the recipient is expected to refund after graduation from college.

There are three types of membership in the Society—active, corresponding (for those outside of New York City) and patrons. The patrons pledge a minimum of \$25 each per year, and the corresponding and active members \$5 each.

The Society holds itself in readiness to consult with any parent desirous of educating his children and to help Syrian students in this country to solve their problems. It hopes in a few years to be in a position to extend its help to the students in Syria desirous of studying in the United States.

CHAPTER VIII.

SPECIAL PROBLEMS

The first problem which confronts a prospective student in the United States is the determination of the best school suited to his needs. The United Bureau of Education, Washington, D. C., is a most authoritative agency to consult. The Council on American Education at 818 Connecticut Avenue, Washington, D. C., can also give valuable information about the educational possibilities in the United States. The Committee on Friendly Relations Among Foreign Students at 347 Madison Avenue, New York City, is also in a position to offer advice and so is the Institute of International Education at 419 West 117th Street, New York City. The services of all these agencies are free of charge. A catalogue of the different universities considered by the student should be secured. The American Medical Association has an accredited list of the recognized medical institutions, which list appears in the Appendix together with a list of classified colleges recognized by the Association of American Colleges.

AMOUNT OF MONEY

Another question relates to the question of the amount of money with which the Syrian student should be provided as he goes to college. The danger here lies on the side of underestimation. It is true that the opportunities for work before the ambitious, energetic and adaptable student are numerous, yet it is necessary that students should guard against overwork, physically and mentally. They should enjoy leisure hours for growth and meditation and should take advantage of every opportunity to observe and study institutional movements, other than what they find in the local college curricula.

We recommend that the Syrian student away from home start with a minimum of \$500 which will carry him through the first half year. A great deal after that depends upon his own industry and ability.

For students who come from Syria it is also suggested that, unless there is a definite reason for special preparation or travel,

they do not arrive in New York in the spring or summer months. Colleges being their sessions in the latter part of September. If one reaches the United States in the Spring he can hardly enter into the classes that have been in session since February or October, and if he arrives in the summer he will find all classes, except summer schools, closed up.

ETIQUETTE

Every Syrian student is an ambassador of another culture and another people to the American nation. He carries the honor of his people in his hand. The Americans are likely to judge all Syrians by his conduct. Hence the necessity of gentlemanly behavior under all conditions and at all times.

The matter of manners, though minor, often has more to do in influencing people's impressions and opinions than the character or intrinsic worth of a man, which can not be determined at first sight and off hand. This is especially true in a country where people are too busy to study the deeper aspects of a person's nature.

The basic spirit of good conduct in society is about the same everywhere, yet the minor points are often very different, one country from the other, due partly to custom and partly to the material conditions of society.

For detailed information we recommend "A Dictionary of Etiquette" by W. C. Green.

CHAPTER IX.

APPENDICES

APPENDIX NO. 1. — ACCREDITED HIGHER INSTITUTIONS.

The institutions named below are those accredited by the Association of American Universities and the list is reprinted from the Educational Record, April 1920.

Name of Institution	Location	For men, or women or coeducational
Alabama		
University of Alabama	University	Coed
Arizona		
University of Arizona	Tucson	Coed
California		
California Institute of Technology	Pasadena	Men
Leland Stanford Jr., University	Stanford University	Coed
Mills College	Mills College	Women
Occidental College	Los Angeles	Coed
Pomona College	Claremont	Coed
University of California	Berkeley	Coed
University of Southern California	Los Angeles	Coed
Colorado		
Colorado Agricultural College	Fort Collins	Coed
Colorado College	Colorado Springs	Coed
University of Colorado	Boulder	Coed
University of Denver	University Park	Coed
Connecticut		
Trinity College	Hartford	Men
Wesleyan University	Middletown	Men
Yale University	New Haven	Men
District of Columbia		
Catholic University of America	Washington	Men
George Washington University	Washington	Coed
Georgetown University	Washington	Men
Trinity College	Washington	Women
Florida		
Florida State College for Women	Tallahassee	Women
John R. Stetson University	Deland	Coed
University of Florida	Gainesville	Men

Name of Institution	Location	For men, or women or coeducational
Georgia		
Agnes Scott College	Decatur	Women
Emory University	Oxford	Men
Mercer University	Macon	Men
University of Georgia	Athens	Men
Wesleyan College	Macon	Women
Idaho		
University of Idaho	Moscow	Coed
Illinois		
Armour Institute of Technology	Chicago	Men
Augustana College	Rock Island	Coed
Carthage College	Carthage	Coed
Illinois College	Jacksonville	Coed
Illinois Wesleyan University	Bloomington	Coed
Illinois Woman's College	Jacksonville	Women
James Millikin University	Decatur	Coed
Knox College	Galesburg	Coed
Lake Forest College	Lake Forest	Coed
Lewis Institute	Chicago	Coed
Lombard College	Galesburg	Coed
Monmouth College	Monmouth	Coed
Northwestern College	Naperville	Coed
Northwestern University	Evanston	Coed
Rockford College	Rockford	Women
University of Chicago	Chicago	Coed
University of Illinois	Urbana	Coed
Wheaton College	Wheaton	Coed
Indiana		
Butler College	Indianapolis	Coed
De Pauw University	Greencastle	Coed
Earlham College	Earlham	Coed
Franklin College	Franklin	Coed
Hanover College	Hanover	Coed
Indiana State Normal School	Terre Haute	Coed
Indiana University	Bloomington	Coed
Purdue University	Lafayette	Coed
Rose Polytechnic Institute	Terre Haute	Men
St. Mary of the Woods	Terre Haute	Women
University of Notre Dame	Notre Dame	Men
Wabash College	Crawfordsville	Men
Iowa		
Coe College	Cedar Rapids	Coed
Cornell College	Mount Vernon	Coed
Drake University	Des Moines	Coed
Dubuque College	Dubuque	Men
Grinnell College	Grinnell	Coed
Iowa State College of Agricultural and Mechanical Arts	Ames	Coed
Iowa State Teacher's College	Cedar Falls	Coed

Name of Institution	Location	For men, or women or coeducational
Iowa (continued)		
Iowa Wesleyan College	Mt. Pleasant	Coed
Luther College	Decorah	Men
Morningside College	Sioux City	Coed
Parsons College	Fairfield	Coed
Penn College	Oskaloosa	Coed
Simpson College	Indianola	Coed
State University of Iowa	Iowa City	Coed
Upper Iowa University	Fayette	Coed
Union College of Iowa	Des Moines	Men
Kansas		
Baker University	Baldwin	Coed
Bethany College	Lindsborg	Coed
College of Emporia	Emporia	Coed
Fairmount College	Wichita	Coed
Friends University	Wichita	Coed
Kansas State Agricultural College	Manhattan	Coed
Midland College	Atchison	Coed
Ottawa University	Ottawa	Coed
Southwestern College	Winfield	Coed
University of Kansas	Lawrence	Coed
Washburn College	Topeka	Coed
Kentucky		
Central University of Kentucky	Danville	Men
Georgetown College	Georgetown	Coed
Transylvania College	Lexington	Coed
University of Louisville	Louisville	Coed
University of Kentucky	Lexington	Coed
Louisiana		
Louisiana State University	Baton Rouge	Coed
Tulane University of Louisiana	New Orleans	Men
Maine		
Bates College	Lewiston	Coed
Bowdoin College	Brunswick	Men
Colby College	Waterville	Coed
University of Maine	Orono	Coed
Maryland		
Goucher College	Baltimore	Women
John Hopkins University	Baltimore	Coed
Loyola College	Baltimore	Men
Maryland State College	College Park	Men
Mt. St. Mary's College	Emmitsburg	Men
Rock Hill College	Ellicott City	Men
St. John's College	Annapolis	Men
Washington College	Chestertown	Coed
Western Maryland College	Westminster	Coed

Name of Institution	Location	For men, or women or coeducational
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Massachusetts

Amherst College	Amherst	Men
Boston College	Boston	Men
Boston University	Boston	Coed
Clark College	Worcester	Men
Clark University	Worcester	Men
Harvard University	Cambridge	Men
Holy Cross College	Worcester	Men
Massachusetts Agricultural College	Amherst	Coed
Mount Holyoke College	Cambridge	Coed
Massachusetts Institute of Technology	South Hadley	Women
Radcliffe College	Cambridge	Women
Smith College	Northampton	Women
Tufts College	Tufts College	Coed
Wellesley College	Wellesley	Women
Williams College	Williamstown	Men
Worcester Polytechnic Institute	Worcester	Men

Michigan

Adrian College	Adrian	Coed
Albion College	Albion	Coed
Alma College	Alma	Coed
Hillsdale College	Hillsdale	Coed
Hope College	Holland	Coed
Kalamazoo College	Kalamazoo	Coed
Michigan Agricultural College	East Lansing	Coed
Michigan College of Mines	Houghton	Men
Olivet College	Olivet	Coed
University of Detroit	Detroit	Men
University of Michigan	Ann Arbor	Coed

Minnesota

Carleton College	Northfield	Coed
College of St. Catherine	St. Paul	Women
College of St. Teresa	Winona	Women
College of St. Thomas	St. Paul	Men
Gustavus Adolphus College	St. Peter	Coed
Hamline College	St. Paul	Coed
Macalester College	St. Paul	Coed
St. Olaf College	Northfield	Coed
University of Minnesota	Minneapolis	Coed

Mississippi

Millsaps College	Jackson	Coed
University of Mississippi	University	Coed

Missouri

Central College	Fayette	Coed
Drury College	Springfield	Coed
Missouri Valley College	Marshall	Coed
Missouri Wesleyan College	Cameron	Coed

Name of Institution	Location	For men, or women or coeducational
Missouri (continued)		
Park College	Parkville	Coed
St. Louis University	St. Louis	Men
Tarkio College	Tarkio	Coed
University of Missouri	Columbia	Coed
Washington University	St. Louis	Coed
Westminster College	Fulton	Men
William Jewell College	Liberty	Men

Montana

Montana State College of Agriculture and Mechanic Arts	Bozeman	Coed
University of Montana	Missoula	Coed

Nebraska

Bellevue College	Bellevue	Coed
Cotner University	Bethany	Coed
Creighton University	Omaha	Men
Doane University	Crete	Coed
Grand Island College	Grand Island	Coed
Hastings College	Hastings	Coed
Nebraska Wesleyan University	University Place	Coed
Union College	College View	Coed
University of Nebraska	Lincoln	Coed
University of Omaha	Omaha	Coed
York College	York	Coed

Nevada

University of Nevada	Reno	Coed
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New Hampshire

Dartmouth College	Hanover	Men
New Hampshire College of Agricultural and Mechanical Arts	Durham	Coed

New Jersey

College of St. Elizabeth	Convent Station	Women
Princeton University	Princeton	Men
Rutgers College	New Brunswick	Men
Stevens Institute of Technology	Hoboken	Men

New Mexico

New Mexico College of Agriculture and Mechanic Arts	State College	Coed
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New York

Adelphi College	Brooklyn	Coed
Alfred University	Alfred	Coed
Barnard College	New York City	Women
Brooklyn Polytechnic Institute	Brooklyn	Men
Canisius College	Buffalo	Men
Cathedral College	New York City	Men

Name of Institution

Location

For men,
or women
or coeducational

New York (continued)

Clarkson School of Technology	Potsdam	Men
Colgate University	Hamilton	Men
College of the City of New York	New York City	Men
Columbia University	New York City	Coed
Cornell University	Ithaca	Coed
D'Youville College	Buffalo	Women
Elmira College	Elmira	Women
Fordham University	Fordham	Men
Hamilton College	Clinton	Men
Hobart College	Geneva	Coed
Hunter College	New York City	Women
Manhattan College	New York City	Men
New York State Teacher's College	Albany	Coed
New York University	New York City	Coed
Niagara University	Niagara University	Men
Rensselaer Polytechnic Institute	Troy	Men
St. Francis Xavier College	Brooklyn	Men
St. John's College	Brooklyn	Men
St. Lawrence University	Canton	Coed
St. Stephen's College	Annandale	Men
Syracuse University	Syracuse	Coed
Union University	Schenectady	Men
University of Rochester	Rochester	Coed
Vassar College	Poughkeepsie	Women
Wells College	Aurora	Women

North Carolina

Davidson College	Davidson	Men
Trinity College	Durham	Coed
University of North Carolina	Chapel Hill	Coed
Wake Forest College	Wake Forest	Men

North Dakota

North Dakota Agricultural College	Agricultural College	Coed
Fargo College	Fargo	Coed
Jamestown College	Jamestown	Coed
University of North Dakota	University	Coed

Ohio

Baldwin Wallace College	Berea	Coed
Case School of Applied Science	Cleveland	Men
College of Wooster	Wooster	Coed
Defiance College	Defiance	Coed
Denison University	Granville	Coed
Heidelberg University	Tiffin	Coed
Hiram College	Hiram	Coed
Kenyon College	Gambier	Men
Lake Erie College	Painesville	Women
Marietta College	Marietta	Coed
Miami University	Oxford	Coed

Name of Institution	Location	For men, or women or coeducational
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Ohio (continued)

Municipal University of Akron	Akron	Coed
Mt. Union College	Alliance	Coed
Muskingum College	New Concord	Coed
Oberlin College	Oberlin	Coed
Ohio State University	Columbus	Coed
Ohio University	Athens	Coed
Ohio Wesleyan University	Delaware	Coed
Otterbein University	Westerville	Coed
University of Cincinnati	Cincinnati	Coed
Wesetrn College for Women	Oxford	Women
Western Reserve Universtiy	Cleveland	Coed
Wittenberg College	Springfield	Coed

Oklahoma

Oklahoma Agricultural and Mechanical College	Stillwater	Coed
Oklahoma College for Women	Chickasha	Women
University of Oklahoma	Norman	Coed

Oregon

Pacific University	Forest Grove	Coed
Reed College	Portland	Coed
University of Oregon	Eugene	Coed
Willamette University	Salem	Coed

Pennsylvania

Alleghany College	Meadville	Coed
Bryn Mawr College	Bryn Mawr	Women
Bucknell University	Lewisburg	Coed
Dickinson University	Carlisle	Coed
Franklin and Marshall College	Lancaster	Men
Haverford College	Haverford	Men
Lafayette College	Easton	Men
Lebanon College	Annnville	Coed
Muhlenburg College	Allentown	Men
Lehigh University	South Bethlehem	Men
Pennsylvania College	Gettysburg	Coed
Pennsylvania State College	State College	Coed
Susquehanna University	Stelinsgrove	Coed
Swarthmore College	Swarthmore	Coed
Temple University	Philadelphia	Coed
University of Pennsylvania	Philadelphia	Coed
University of Pittsburgh	Pittsburgh	Coed
Ursinus College	Collegeville	Coed
Washington and Jefferson College	Washington	Men
Wilson College	Chambersburg	Women

Rhode Island

Brown University	Providence	Coed
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Name of Institution	Location	For men, or women or coeducational
South Carolina		
College of Charleston	Charleston	Men
Converse College	Spartanburg	Women
University of South Carolina	Columbia	Coed
Wofford College	Spartanburg	Men
South Dakota		
Dakota Wesleyan University	Mitchell	Coed
Huron College	Huron	Coed
South Dakota College of Agriculture and Mechanic Arts	Brookings	Coed
University of South Dakota	Vermilion	Coed
Yankton College	Yankton	Coed
Tennessee		
George Peabody College for Teachers	Nashville	Coed
Maryville College	Maryville	Coed
Southwestern Presbyterian Univerisity	Clarksville	Men
University of Chattanooga	Chattanooga	Coed
University of Tennessee	Knoxville	Coed
University of the South	Sewanee	Men
Vanderbilt University	Nashville	Coed
Texas		
Baylor University	Waco	Coed
Southwestern University	Georgetown	Coed
Rice Institute	Houston	Coed
Trinity University	Waxahachie	Coed
University of Texas	Austin	Coed
Utah		
University of Utah	Salt Lake City	Coed
Vermont		
Middlebury College	Middlebury	Coed
University of Vermont	Burlington	Coed
Virginia		
College of William and Mary	Williamsburg	Men
Emory and Henry College	Emory	Coed
Hampden-Sidney College	Hampden-Sidney	Men
Randolph-Macon College	Ashland	Men
Randolph-Macon Women's College	Lynchburg	Women
Richmond College	Richmond	Coed
Roanoke College	Salem	Men
University of Virginia	Charlottesville	Men
Washington and Lee University	Lexington	Men
Washington		
State College of Washington	Pullman	Coed
University of Washington	Seattle	Coed
Whitman College	Walla Walla	Coed

Name of Institution	Location	For men, or women or coeducational
West Virginia		
West Virginia University	Morgantown	Coed
Wisconsin		
Beloit College	Beloit	Coed
Carroll College	Waukesha	Coed
Lawrence College	Appleton	Coed
Marquette University	Milwaukee	Men
Milton College	Milton	Coed
Milwaukee-Downer College	Milwaukee	Women
Northwestern College	Watertown	Men
Ripon College	Ripon	Coed
St. Clara College	Sinsinawa	Women
University of Wisconsin	Madison	Coed
Wyoming		
University of Wyoming	Laramie	Coed

APPENDIX NO. 2. — CLASSIFIED MEDICAL SCHOOLS.

The following is a list of medical colleges as classified by the American Medical Association. It is reprinted from the Journal of the American Medical Association, April 19, 1919.

MEANING OF CLASSES A. B. AND C.

Class A. colleges are those which are acceptable; Class B. those which, under their present organization, give promise of being made acceptable by general improvements, and Class C. those

(a) Which require a complete reorganization to make them acceptable.

(b) Which do not keep satisfactory records of their students in regard to entrance requirements, attendance, grades, in courses, division into classes and reasons for promotion.

(c) Which do not enforce their requirements in regard to admission (including those admitted to advanced standing), promotion and graduation.

(d) Which give the major portion of their instruction after 4 o'clock in the afternoon.

(e) Which are privately owned and conducted for profit.

(f) Which for other specific reasons are not eligible for inclusion in Class B.

CLASS A — ACCEPTABLE MEDICAL COLLEGES

Alabama

University of Alabama School of Medicine	Mobile
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Arkansas

University of Arkansas Medical Department	Little Rock
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California

Leland Stanford Junior University School of Medicine	San Francisco
University of California	San Francisco

Colorado

University of Colorado School of Medicine	Boulder-Denver
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Connecticut

Yale University School of Medicine	New Haven
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District of Columbia

Georgetown University School of Medicine	Washington
George Washington University Medical School	Washington
Howard University School of Medicine	Washington

Georgia

Emory University School of Medicine	Atlanta
University of Georgia Medical Department	Augusta

Illinois

Northwestern University Medical School	Chicago
Rush Medical College (University of Chicago)	Chicago
University of Illinois College of Medicine	Chicago

Indiana

Indiana University School of Medicine	Bloomington-Indianapolis
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Iowa

State University of Iowa College of Medicine	Iowa City
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Kansas

University of Kansas School of Medicine	Lawrence-Rosedale
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Kentucky

University of Louisville Medical Department	Louisville
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Louisiana

Tulane University of Louisiana School of Medicine	New Orleans
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Maine

Bowdoin Medical School	Brunswick-Portland
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Maryland

John Hopkins University Medical Department	Baltimore
University of Maryland School of Medicine and the College of Physicians and Surgeons	Baltimore

Massachusetts

Boston University School of Medicine	Boston
Medical School of Harvard University	Boston
Tufts College Medical School	Boston

Michigan

Detroit College of Medicine and Surgery	Detroit
University of Michigan Medical School	Ann Arbor
University of Michigan Homeopathic Medical School	Ann Arbor

Minnesota

University of Minnesota Medical School	Minneapolis
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Mississippi

University of Mississippi	Oxford
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Missouri

St. Louis University School of Medicine	St. Louis
University of Missouri School of Medicine	Columbia
Washington University Medical School	St. Louis

Nebraska

John A. Creighton Medical College	Omaha
University of Nebraska College of Medicine	Omaha

New Hampshire

Dartmouth Medical School	Hanover
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New York

Albany Medical College	Albany
Columbia University College of Physicians and Surgeons	New York City
Cornell University Medical College	New York City
Fordham University School of Medicine	New York City
Long Island College Hospital	Brooklyn
Syracuse University College of Medicine	Syracuse
University and Bellevue Hospital Medical College	New York City
University of Buffalo Department of Medicine	Buffalo

North Carolina

University of North Carolina School of Medicine	Chapel Hill
Wake Forest College School of Medicine	Wake Forest

North Dakota

University of North Dakota School of Medicine	University
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Ohio

Ohio State University College of Medicine	Columbus
University of Cincinnati College of Medicine	Cincinnati
Western Reserve University School of Medicine	Cleveland

Oregon

University of Oregon Medical School	Portland
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Pennsylvania

Hanemann Medical College and Hospital	Philadelphia
Jefferson Medical College of Philadelphia	Philadelphia
University of Pennsylvania School of Medicine	Philadelphia
University of Pittsburgh School of Medicine	Pittsburgh
Woman's Medical College of Pennsylvania	Philadelphia

South Carolina

Medical College of the State of South Carolina	Charlseton
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South Dakota

University of South Dakota College of Medicine	Vermilion
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Tennessee

University of Tennessee College of Medicine	Memphis
Vanderbilt University Medical Department	Nashville

Texas

Baylor University College of Medicine	Dallas
University of Texas Department of Medicine	Galveston

Utah

University of Utah School of Medicine	Salt Lake City
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Vermont

University of Vermont College of Medicine	Burlington
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Virginia

Medical College of Virginia	Richmond
University of Virginia Department of Medicine	Charlottesville

West Virginia

West Virginia University School of Medicine	Morgantown
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Wisconsin

Marquette University School of Medicine	Milwaukee
University of Wisconsin	Madison

CLASS B — COLLEGES NEEDING GENERAL IMPROVEMENTS TO BE
MADE ACCEPTABLE

California

College of Medical Evangelists	Loma Linda-Los Angeles
University of Southern California Medical Department (College of Physicians and Surgeons)	Los Angeles

Illinois

Loyola University School of Medicine	Chicago
Hahnemann Medical College and Hospital	Chicago

New York

New York Homeopathic Medical College and Flower Hospital	New York City
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Ohio

Eclectic Medical College	Cincinnati
Ohio State University College of Homeopathic Medicine	Columbus

Oklahoma

University of Oklahoma School of Medicine	Norman-Oklahoma City
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Pennsylvania

Temple University Department of Medicine	Philadelphia
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Tennessee

Meharry Medical College	Nashville
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CLASS C — COLLEGES REQUIRING A COMPLETE REORGANIZATION
TO MAKE THEM ACCEPTABLE

California

College of Physicians and Surgeons	San Francisco
Oakland College of Medicine and Surgery	Oakland

Illinois

Chicago Medical School	Chicago
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Massachusetts

College of Physicians and Surgeons	Boston
Middlesex College of Medicine and Surgery	Cambridge

Missouri

Kansas City University of Physicians and Surgeons	Kansas City
Kansas City College of Medicine and Surgery	Kansas City
St. Louis College of Physicians and Surgeons	St. Louis

Tennessee

University of West Tennessee College of Medicine and Surgery	Memphis
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APPENDIX No. 3. — ENGINEERING SCHOOLS.

The following list is a complete one of the colleges and schools of engineering and is taken from the Educational Directory, 1919-1920, issued by the Department of the Interior, Bureau of Education, Washington, D. C.

Alabama	
Alabama Poltechnic Institute	Auburn
University of Alabama	University
Arizona	
University of Arizona	Tucson
Arkansas	
University of Arkansas	Fayetteville
California	
University of California	Berkeley
University of Southern California	Los Angeles
California Institute of Technology	Pasadena
University of Santa Clara	Santa Clara
Leland Stanford Junior University	Stanford University
Colorado	
University of Colorado	Boulder
Colorado College	Colorado Springs
Colorado Agricultural College	Fort Collins
State School of Mines	Golden
Connecticut	
Sheffield Scientific School (Yale University)	New Haven
Delaware	
Delaware College	Newark
District of Columbia	
Catholic University of America	Washington
George Washington University	Washington
Howard University	Washington
Florida	
University of Florida	Gainesville
Georgia	
University of Georgia	Athens
Georgia School of Technology	Atlanta
Idaho	
University of Idaho	Moscow

Illinois

Armour Institute of Technology	Chicago
Lewis Institute	Chicago
Northwestern University	Evanston
University of Illinois	Urbana

Indiana

Purdue University	La Fayette
University of Notre Dame	Notre Dame
Rose Polytechnic Institute	Terre Haute
Valparaiso University	Valparaiso

Iowa

Iowa State College of Agriculture and Mechanic Arts	Iowa City
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Kansas

University of Kansas	Lawrence
Kansas State Agricultural College	Manhattan

Kentucky

University of Kentucky	Lexington
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Louisiana

Louisiana State University and Agricultural and Mechanical College	Baton Rouge
Tulane University of Louisiana	New Orleans

Maine

University of Maine	Orono
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Maryland

John Hopkins University	Baltimore
Maryland State College of Agriculture	College Park

Massachusetts

Harvard University	Cambridge
Massachusetts Institute of Technology	Cambridge
Lowell Textile School	Lowell
Tufts College	Tufts College
Worcester Polytechnic Institute	Worcester

Michigan

University of Michigan	Ann Arbor
University of Detroit	Detroit
Michigan Agricultural College	East Lansing
Michigan College of Mines	Houghton

Minnesota

University of Minnesota	Minneapolis
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Mississippi

Mississippi Agricultural and Mechanical College	Agricultural College
University of Mississippi	University

Missouri

University of Missouri	Columbia
Washington University	St. Louis

Montana

Montana College of Agriculture and Mechanical Arts	Bozeman
Montana State School of Mines	Butte

Nebraska

University of Nebraska	Lincoln
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Nevada

University of Nevada	Reno
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New Hampshire

New Hampshire College of Agriculture and Mechanical Arts	Durham
Dartmouth College	Hanover

New Jersey

Stevens Institute of Technology	Hoboken
Rutgers College	New Brunswick
Princeton University	Princeton

New Mexico

New Mexico School of Mines	Socorro
University of New Mexico	Albuquerque
New Mexico College of Agriculture and Mechanical Arts	State College

New York

Polytechnic Institute of Brooklyn	Brooklyn
Cornell University	Ithaca
College of the City of New York	New York City
Columbia University	New York City
Manhattan College	New York City
New York University	New York City
Clarkson College of Technology	Potsdam
University of Rochester	Rochester
Union College	Schenectady
Syracuse University	Syracuse
Rensselaer Polytechnic Institute	Troy

North Carolina

University of North Carolina	Chapel Hill
North Carolina State College of Agriculture and Engineering	West Raleigh

North Dakota

North Dakota Agricultural College	Agricultural College
University of North Dakota	University

Ohio

Ohio Northern University	Ada
Municipal University of Akron	Akron
University of Cincinnati	Cincinnati
Case School of Applied Science	Cleveland
Ohio State University	Columbus
St. Mary College	Dayton

Oklahoma

University of Oklahoma	Norman
Oklahoma Agricultural and Mechanical College	Stillwater

Oregon

Oregon State Agricultural College	Corvallis
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Pennsylvania

Pennsylvania Military College	Chester
Lafayette College	Easton
Pennsylvania College	Gettysburg
Bucknell University	Lewisburg
Drexel Institute	Philadelphia
University of Pennsylvania	Philadelphia
Carnegie Institute of Technology	Pittsburgh
University of Pittsburgh	Pittsburgh
Lehigh University	South Bethlehem
Pennsylvania State College	State College
Swarthmore College	Swarthmore
Villanova College	Villanova

Rhode Island

Rhode Island State College	State College
Brown University	Providence

South Carolina

The Citadel, The Military College of South Carolina	Charleston
Clemson Agricultural College	Clemson College
University of South Carolina	Columbia

South Dakota

South Dakota State College of Agriculture and Mechanic Arts	Brookings
South Dakota State School of Mines	Rapid City
University of South Dakota	Vermillion

Tennessee

University of Tennessee	Knoxville
Vanderbilt University	Nashville

Texas

University of Texas	Austin
Agricultural and Mechanical College of Texas	College Station

Utah

University of Utah	Salt Lake City
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Vermont

University of Vermont and State Agricultural College	Burlington
Norwich University	Northfield

Virginia

Virginia Agricultural and Mechanical College and Polytechnic Institute	Blacksburg
University of Virginia	Charlottesville
Virginia Military Institute	Lexington
Washington and Lee University	Lexington

Washington

State College of Washington	Pullman
University of Washington	Seattle

West Virginia

West Virginia University	Morgantown
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Wisconsin

University of Wisconsin	Madison
Marquette University	Milwaukee

Wyoming

University of Wyoming	Laramie
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APPENDIX NO. 4.

COLLEGES AND SCHOOLS OF AGRICULTURE

The following list of schools and colleges of agriculture is taken from the Educational Directory, 1919-20, issued by the Department of the Interior, Bureau of Education, Washington, D. C.

Alabama		
Alabama Polytechnic Institute		Auburn
Arizona		
University of Arizona		Tucson
Arkansas		
University of Arkansas		Fayetteville
California		
University of California		Berkeley
Colorado		
Colorado Agricultural College		Fort Collins
Connecticut		
Connecticut Agricultural College		Storrs
Delaware		
Delaware College		Newark
Florida		
University of Florida		Gainesville
Georgia		
Georgia State College of Agriculture and the Mechanic Arts		Athens
Idaho		
University of Idaho		Moscow
Illinois		
University of Illinois		Urbana
Indiana		
Purdue University		Lafayette
Iowa		
Iowa State College of Agriculture and Mechanic Arts		Ames
Kansas		
Kansas State Agricultural College		Manhattan

Kentucky	
University of Kentucky	Lexington
Louisiana	
Louisiana State University and Agricultural and Mechanical College	Baton Rouge
Maine	
University of Maine	Orono
Maryland	
Maryland State College of Agriculture	College Park
Massachusetts	
Massachusetts Agricultural College	Amherst
Michigan	
Michigan Agricultural College	East Lansing
Minnesota	
University of Minnesota	Minneapolis
Mississippi	
Mississippi Agricultural and Mechanical College	Agricultural College
Missouri	
University of Missouri	University
Montana	
Montana State College of Agriculture and Mechanic Arts	Bozeman
Nebraska	
University of Nebraska	Lincoln
Nevada	
University of Nevada	Reno
New Hampshire	
New Hampshire College of Agriculture and Mechanical Arts	Durham
New Jersey	
Rutgers College	New Brunswick
New Mexico	
New Mexico College of Agriculture and Mechanic Arts	State College
New York	
New York State College of Agriculture (Cornell University)	Ithaca
Syracuse University	Syracuse
North Carolina	
North Carolina State College of Agriculture and Engineering	West Raleigh

North Dakota		
North Dakota Agricultural College		Agricultural College
Ohio		
Ohio State University		Columbus
Oklahoma		
Oklahoma Agricultural and Mechanical College		Stillwater
Oregon		
Oregon Agricultural College		Cornvallis
Pennsylvania		
Pennsylvania State College		State College
Rhode Island		
Rhode Island State College		Kingston
South Carolina		
Clemson Agricultural College		Clemson College
South Dakota		
South Dakota State College of Agriculture and Mechanic Arts		Brookings
Tennessee		
University of Tennessee		Knoxville
Texas		
Agricultural and Mechanical College of Texas		College Station
Utah		
Agricultural College of Utah		Logan
Vermont		
University of Vermont and State Arigcultural College		Burlington
Virginia		
Virginia Agricultural and Mechanical College and Polytechnic Institute		Blacksburg
Washington		
State College of Washington		Pullman
West Virginia		
West Virginia University		Morgantown
Wisconsin		
University of Wisconsin		Madison
Wyoming		
University of Wyoming		Laramie

APPENDIX NO. 5. — SCHOOLS OF DENTISTRY

California

University of Southern California, College of Dentistry	Los Angeles
College of Physicians and Surgeons, Department of Dentistry	San Francisco
University of California, College of Dentistry	San Francisco

Colorado

Colorado College of Dental Surgery, University of Denver	Denver
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District of Columbia

George Washington University, Department of Dentistry	Washington
Howard University, Dental College	Washington

Georgia

Atlanta Dental College	Atlanta
Southern Dental College	Atlanta

Illinois

Chicago College of Dental Surgery, Valparaiso University	Chicago
Northwestern University Dental School	Chicago
University of Illinois, College of Dentistry	Chicago

Indiana

Indiana Dental College, University of Indiana	Indianapolis
Valparaiso University, College of Dentistry	Valparaiso

Iowa

State University of Iowa, College of Dentistry	Iowa City
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Kentucky

University of Louisville, College of Dentistry	Louisville
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Louisiana

Loyola School of Dentistry, Loyola University	New Orleans
Tulane University of Louisiana, School of Dentistry	New Orleans

Maryland

Baltimore College of Dental Surgery	Baltimore
University of Maryland, Dental Department	Baltimore

Massachusetts

Harvard University, Dental School	Boston
Tufts College, Dental School	Poston

Michigan

University of Michigan, College of Dental Surgery	Ann Arbor
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Minnesota

University of Minnesota, College of Dentistry	Minneapolis
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Missouri

Kansas City Western Dental College	Kansas City
St. Louis University, School of Dentistry	St. Louis
Washington University, School of Dentistry	St. Louis

Nebraska

University of Nebraska, College of Dentistry	Lincoln
Creighton University, College of Dentistry	Omaha

New Jersey

College of Jersey City, Department of Dentistry	Jersey City
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New York

University of Buffalo, College of Dentistry	Buffalo
College of Dental and Oral Surgery of New York	New York City
Columbia University, Dental Department	New York City
New York College of Dentistry	New York City

Ohio

Cincinnati College of Dental Surgery	Cincinnati
Ohio College of Dental Surgery	Cincinnati
Western Reserve University, Dental School	Cleveland
Ohio State University, College of Dentistry	Columbus

Oregon

North Pacific College of Dentistry	Portland
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Pennsylvania

Temple University, School of Dentistry	Philadelphia
Thomas W. Evans Museum and Dental Institute School of Dentistry, University of Pennsylvania	Philadelphia
University of Pittsburgh, School of Dentistry	Pittsburgh

Tennessee

College of Dentistry, University of Tennessee	Memphis
Vanderbilt University, Dental Department	Nashville
Meharry Dental College	Nashville

Texas

College of Dentistry, Baylor University	Dallas
Texas Dental College	Houston

Virginia

School of Dentistry, Medical College of Virginia	Richmond
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Wisconsin

Marquette University, Dental Department	Milwaukee
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APPENDIX NO. 6.
PRIVATE SCHOOLS AS LISTED IN
"AMERICAN PRIVATE SCHOOLS—1919-1920"

by PORTER E. SARGENT

NOTE—Only a few of the best schools listed by Mr. Sargent are given here. The information concerning these schools will be given in the following order: (1) Name; (2) Location; (3) Class; (4) Head; (5) Year Established; (6) Tuition; (7) Number of Faculty; (8) Length of Course; (9) Enrollment; (10) Special features.

BOYS' SCHOOLS

- The Holderness School, Plymouth, N. H.; Boarding; Rev. L. Webster, L. H. D.; 1879; \$550; 6; five years; Diocesan School of New Hampshire.
- Phillips Exeter Academy, Exeter, N. H.; Boarding; Lewis Perry, A. B., M. A.; 1781; \$150; 33; four years; 572; Eminent alumni. Democratic spirit.
- St. Paul's School, Concord, N. H.; Boarding; Rev. Samuel S. Drury, L. H. D.; 1855; \$950; 45; six years; Episcopal Church School. Cosmopolitan.
- Berkshire School, Sheffield, Mass.; Boarding; Seaver B. Buck, A. B.; 1907; \$1,110; 9; six years; 65; Remarkable, healthful location.
- The Huntington School, Huntington Ave., Boston, Mass.; Day; Ira A. Flinner, A. M.; 1909; \$300; 25; four to seven years; 300; Country Day features.
- The Longwood Day School, Brookline, Mass.; Day; Robert L. Cummins, B. S., A. M.; 1913; \$300; 80 enrolled; For young boys, prep. for boarding school.
- The Mount Hermon School, Mt. Hermon, Mass.; Boarding; Henry F. Cutler, D. C. L.; 1881; 35; six years; 561; Moderate tuition. Boys do manual work.
- Phillips Academy, Andover, Mass.; Boarding; Alfred E. Stearns, A. M., Litt. D.; 1773; \$200; 40; four years; 562; Eminent alumni.
- Williston Seminary, Easthampton, Mass.; Boarding; Archibald V. Galbraith, A. B.; 1841; \$900; 13; four years; 178; Five buildings. Scientific and Preparatory Department.
- Worcester Academy, Worcester, Mass.; Boarding; Samuel F. Holmes, M. A.; 1834; \$7-900; 20; five years; 200 preparatory for college and technical schools.

- The Taft School, Watertown, Mass.; Boarding; Horace D. Taft, M. A.; 1890; \$1,100; 18; five years; 230; New buildings. Thorough instruction.
- The University School, Bridgeport, Conn.; Day; Vincent C. Peck, A. B.; 1892; \$170; 4 years; 50; Certificate admits to colleges and professional schools.
- Cascadilla School, Ithaca, New York; Boarding; A. M. Drummond, M. A.; 1870; \$900; 9; four years; 95; Preparatory for Cornell. Athletics emphasized.
- The Chelsea School, 215 W. 23rd Street, New York City; Day; Francis P. Lamphear; 1896; \$125; 12; 3 years; Supervised study; Y. M. C. A. School.
- Marquand School, 55 Hanson Place, Brooklyn, N. Y.; Day; Carle O. Warren; 1907; \$200; six years; Maintained by the Y. M. C. A.
- McBurney School, 318 W. 57th Street, New York City; Day; N. W. Edson; \$200; Socialized curriculum.
- The Raymond Riordon School, Highland, Ulster County, New York; Raymond Riordon; Boarding; 1914; \$800; 7; seven years; 35; Out of door program daily. Individual attention.
- Riverdale Country School, Riverdale on Hudson, New York; Boarding; Frank S. Hackett, A. B.; 1907; \$950; 21; twelve years; 140; Country life near New York. Scholarly intimate teaching.
- Blair Academy, Blairstown, N. J.; Boarding; John C. Sharpe, A. M., D. D., LL. D.; 1848; \$700; 20; six years; 270; Under Presbyterian influence. 100 acre campus.
- The Peddie Institute, Hightstown, N. J.; Boarding; R. W. Swetland, A. M.; LL. B.; 1886; \$700; 23; 4 years; 350; Fine athletic equipment; System of personal supervision.
- The Pennington School, Pennington, N. J.; Boarding; Day; Frank McDaniel, D. D.; \$600; Literary, athletic, musical organizations.
- Rutgers Preparatory School, New Brunswick, N. J.; Boarding; Day; W. P. Kelly, A. M.; 1766; \$800; 9; six years; 120; Country location; College Preparatory and elementary.
- Allentown Preparatory School, Allentown, Pa.; Boarding; Day; Irvin M. Shalter, A. M.; 1904; \$325; 8; 6 years; 130; Entirely new equipment. Country location.
- Franklin and Marshall Academy, Lancaster, Pa.; Boarding; Day; E. M. Hartman, A. B., A. M.; 1787; \$550; 12; 4 years; 150; Entered boys to 15 colleges last year. Attractive school home.
- The Mercersburg Academy, Mercersburg, Pa.; Boarding; Wm. Mann Irvine, LL. D.; 1836; \$550; 41; 444; Democratic. Modification of Prince preceptorial system.

- St. Lukes School, Wayne, Pa.; Boarding; Charles H. Strout, A. M.; 1863; \$900; 100 enrolled; Situated in the open country.
- Swarthmore Preparatory School, Swarthmore, Pa.; Boarding; Day; A. H. Tomlinson, B. S.; 1892; \$650; 15; 12 years; 155; Proximity to Swarthmore College.
- Peacock School, Atlanta, Ga.; Day; D. C. Peacock, J. H. Peacock; 1898; \$125; 6; eight years; 100; Small classes; individual attention.
- The University School, West End Avenue, Nashville, Tenn.; Day; C. B. Wallace; 1886; 100 enrolled; Thorough college preparation.
- Brooks School, Indianapolis, Ind.; Boarding; Day; Wendell S. Brooks, A. B.; 1914; \$450; 6; 55; College preparatory. Organized play.
- Detroit University School, 112 Parkview; Detroit, Michigan; Day; D. H. Fletcher, A. B., A. M., W. H. Fries, A. B.; 1890; \$300; 10; 12 years; 80; Physical training. College preparatory.
- The Blake School, Minneapolis, Minn.; Country Day; Raymond B. Johnson; 1907; \$275; 20; 166; Strong faculty; Thorough work.
- The Country Day School, Kansas City, Mo.; Country Day; Ralph I. Underhill; 1910; \$400; 12; 8 years; 95; New buildings; 22 acres.
- St. Louis Country Day School, St. Louis, Mo.; Country Day; Rollin M. Gallagher; 1917; \$400; 4; Small classes. Athletics.

GIRLS' SCHOOLS

- The Bancroft School, Worcester, Mass.; Boarding; Day; Miriam Titcomb, B. L.; 1900; \$800; 15; 12 years; 168; Elementary; College preparatory.
- The Curtiss Peabody School, 507 Beacon St., Boston, Mass.; Day; Elizabeth Curtis, Lucy G. Peabody; \$300; 12 years; Outdoor study.
- The MacDuffie School, Springfield, Mass.; Boarding; Day; John MacDuffie, Ph. D., Mrs. MacDuffie, A. B.; 1890; \$1,000; 9; 10 years; 50; School of Housecraft in a separate building.
- Northfield Seminary, East Northfield, Mass.; Boarding; Charles E. Dickerson, M. S.; 1879; \$186; 50; 4 years; 634.
- The Low and Heywood School, Stamford, Conn.; Boarding; Day; Miss Edith Heywood; 1883; \$900; 9 years; 125.
- The Barnard School for Girls, 421-423 W. 148th St., New York City; Day; T. E. Lyon, B. S., W. L. Hazen, A. B., LL. D.; 1896; \$300; 10; 4 years; 190; College preparatory.
- Bedford Institute, 223 McDonough St., Brooklyn, N. Y.; Day; Miss

- M. T. Purdy; \$160; 5; 13 years; 75; From kindergarten to college.
- The Berkeley Institute, 183 Lincoln Place, Brooklyn, N. Y.; Day; Ina C. Atwood; 1886; \$200; 30; 325; College preparatory.
- The Brooklyn Heights Seminary, 18 Pierrepont St., Brooklyn, N. Y.; Day; Florence Greer, A. M.; 1851; \$240; 20; 13 years; 150; Open air school on roof. Montessori Department; Art and Household Economics.
- Chappaqua Mountain Institute, Valhalla, N. Y.; Boarding; Charles R. Blenis; 1871; \$375; Modern building.
- Drew Seminary, Carmel, N. Y.; Boarding; Clarence P. McClelland; 1866; \$550; 11; 4 years; 75; College preparatory. General, music, domestic science.
- Emma Willard School, Troy, N. Y.; Boarding; Day; Eliza Kellas, Ph. B.; 1814; \$1,200; 6 years; 250; College preparatory. 2 years college course.
- Horace Mann School, Broadway at 120th Street, New York City; Day; Henry C. Pearson, A. B.; 1887; \$315; 75; 900; High school for girls. Elementary and kindergarten for boys and girls. Coed.
- The Ossining School, Ossining, N. Y.; Boarding; Day; Clara C. Fuller, Martha J. Naramore; 1879; \$900; 4 years; 70; College preparatory. General. Vocational.
- The Packer Collegiate Institute, Brooklyn Heights, N. Y.; Day; John H. Denbigh, A. M.; 1854; \$100; 56; 720; Strong faculty.
- The Scudder School for Girls, 214 W. 72nd Street, New York City; Boarding; Day; Myron T. Scudder, A. B., A. M.; 1912; \$1,000; 18; 6 years; 150; High School, Secretarial, Dramatics, Household Arts.
- The Wilkes-Barre Institute, 78 S. Franklin St., Wilkes Barre, Pa.; Boarding; Day; Anna M. Olcott; 1854; \$800; 16; 113; College Prep., Strong faculty.
- Virginia Randolph Ellett School, Richmond, Va.; Country Day; Emily H. Welch, A. B.; 1890; \$200; 16; An open air school, College preparatory.
- Lucy Cobb Institute, Athens, Ga.; Boarding; Miss Gerdine, Miss Brumby; 1858; \$930; 250; College prep. and general. Gymnasium and swimming pool.
- Girls Collegiate School, Los Angeles, Cal.; Boarding; Day; Alice K. Parsons, Jeanne W. Dennen; 1892; \$900; 15; 6 years; 140; Technical School. School of Music; College trained faculty. New building.

APPENDIX NO. 7. — COLLEGE ENTRANCE EXAMINATIONS

The College Entrance Board's examinations are now generally accepted by all colleges. Each institution, however, reserves the right to determine for itself what subjects it will require. Following is the list of examinations ordinarily given with their accepted unit values, 14-16 units being required for admission to a standard college:

	UNITS
English	
1. Grammar and Composition.....	1½
2. Literature	1½
History	
A. Ancient	1
B. Mediaeval and Modern.....	1
C. English History.....	1
D. American History and Civil Government..	1
E. Modern European History.....	1
Civil Government	1½
Latin	
1. Grammar	1
2. Elementary Prose Composition.....	1
3. Second Year Latin	2
4. Cicero	1
5. Vergil	1
6. Advanced Prose Composition.....	1½
Greek	
A1. Grammar	1½
A2. Elementary Prose Composition.....	1½
B. Xenophon	1
C. Homer	1
F. Prose Composition	1½
G, H. Homer	1
French	
A. Elementary	2
B. Intermediate	1
C. Advanced	1
German	
A. Elementary	2
B. Intermediate	1
C. Advanced	1
Spanish	2

UNITS

Mathematics

A. Elementary Algebra.....	2
A1. Algebra to Quadration.....	1
A2. Quadration and Beyond.....	1
B. Advanced Algebra.....	1/2
C. Plane Geometry	1
D. Solid geometry.....	1/2
E. Plane and Spherical Trigonometry.....	1/2
F. Plane Trigonometry	1/2
Biology	1
Botany	1
Chemistry	1
Drawing	
Freehand	1
Mechanical	1
Geography	1
Music, Harmony	1
Physics	1
Zoology	1

APPENDIX NO. 8.

READING LIST OF BOOKS ON THE UNITED STATES

POLITICAL ORGANIZATION AND GOVERNMENT

The American Commonwealth—James Bryce. This volume is recognized by competent authority as the best description of the political institutions of the United States and as the best interpretation of the political genius of the people.

The Education of Henry Adams—a life story dealing with the leading events in the United States in the past half century. The writer was intimately related to many of the most important developments in national policy. He also deals with social and economic issues.

Theodore Roosevelt — William Roscoe Thayer—a sympathetic record of a most commanding figure in American life and of one who was responsible for a large part of the activities of the United States—political and governmental—from 1890 to 1919.

Have Faith in Massachusetts — Calvin Coolidge. A series of addresses, messages, and brief essays on various problems and issues of public life.

SOCIOLOGY

American Social Problems — Burch and Patterson. A discussion of immediate and urgent issues, as those of the city, population, including immigration, prohibition, racial relations, industry, commerce and education.

Sociology and Modern Social Problems — Charles A. Ellwood. This volume deals with the same topics, in the main, as the previous book. it has valuable statistical data.

The Immigrant Tide—its Ebb and Flow. Edward A. Steiner. An intimate personal study of the immigrant—his attitude and experiences.

How the Other Half Lives — Jacob Riis. A similar study of the conditions of the less fortunate people residing in the great cities of the United States.

HISTORY

Essentials of American History — Albert Bushnell Hart. The writer is recognized as a most competent authority of the foundation and development of the United States.

Representative Cities of the United States — Caroline W. Hotchkiss—an interesting and instructive account of thirteen representative cities of the United States.

EDUCATION

Public School Administration in the United States — Dutton and Snedden. A comprehensive survey of the organization and procedure of the public schools throughout the country. It gives a clear understanding of the methods of administration, particularly in the city school systems.

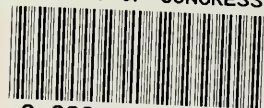
Public Education in the United States. Ellwood P. Cubberley. A study and interpretation of American educational history, with emphasis on the recent marked expansion of state educational effort.

Democracy and Education — John Dewey. A philosophic treatment of the educational theory on which, in the judgment of Dr. Dewey, the schools in a democracy should be based.

Educational Administration — Strayer and Thorndike. A convenient book, with references to authoritative texts on the following subjects, under the head of educational administration:

1. Studies of Students.
2. Studies of the Teaching Staff.
3. Studies of the Organization of Schools and Courses of study.
4. Means of Measuring Educational Products.
5. School Finance.

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